

## South Dakota Board of **Technical Education**

December 8, 2021

Southeast Technical College  
2320 N Career Ave  
Sioux Falls, SD 57107

**RE: Approval of Southeast Technical College's Proposed Long-Term Certificate in Allied Health**

To whom it may concern:

After review, the Executive Director has approved Southeast Technical College's Non-Substantive Program Application for a Long-Term Certificate in Allied Health. Per Board Policy 303.3, the receipt of this letter completes the South Dakota Board of Technical Education's approval process, and the technical college may proceed with program implementation.

The Board of Technical Education's approval is valid for three years upon the date of this letter. If a technical college does not implement an approved program within three years, approval is terminated.

A technical college must update the program's profile in the Board of Technical Education's Academic Program Database by June 30 prior to the year in which students are first enrolled or at least 30 days prior to enrolling students, whichever is first.

Sincerely,

Scott DesLauriers  
Deputy Director  
South Dakota Board of Technical Education  
800 Governors Drive  
Pierre, SD 57006  
Scott.DesLauriers@state.sd.us  
(605) 295-7033

## PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Allied Health Certificate
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input checked="" type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	51.2201
Projected Implementation Date	8/22/2022
Approved Parent Program Title (If applicable)	Health Programs
Approved Parent Program Identifier Code (If applicable)	N/A
Location	<input checked="" type="checkbox"/> Main Campus <input checked="" type="checkbox"/> Other: Huron Community Campus

## SUMMARY

Type of Non-Substantive Change	<input checked="" type="checkbox"/> Program created using subset of existing courses (B.1.1) <input type="checkbox"/> Creation of associate of applied science option (B.1.2) <input type="checkbox"/> Consolidation of existing programs (B.1.3) <input type="checkbox"/> Program award level change (B.1.4) <input type="checkbox"/> Other:
--------------------------------	---

Describe the change the institution is seeking approval of.

Southeast Technical College (STC) is establishing a common entry point for students who are interested in pursuing health care degree at STC. The Allied Health Certificate will provide students the ability to start an academic health program without having to select a specific degree pathway. Students will be able to compete a common core of three General Education courses and two Allied Health Core courses health care courses while they develop a stronger understanding of the different career fields within health care. All of the courses' students will take are existing which are requirements for all health care programs offered at STC. The Allied Health Certificate will allow students to experience higher education and without having to enter an unknown or misunderstood career field. The Allied Health Care Certificate is not intended to provide students with a foundation to enter the healthcare workforce. Instead, the certificate program is intended as an entry point into a diploma or associate degree program at STC. The purpose of the certificate is to assist students who may not have the necessary academic prerequisites, high school grade point average, or other meet the entry requirements to demonstrate academic readiness and prepare the student for the academic rigor of a health care program.

Students will be required to complete either the Certified Nurses Aid (CNA) or Emergency Medical Technician (EMT) course and Medical Language as part of this certificate. These specific courses will introduce students to the medical field and provide them with a learning experience through the clinical requirement in CNA or EMT course.

STC is reevaluating its admissions criteria to grant admissions upon completion of the certificate with a specific grade point average which would demonstrating academic readiness and skills needed for success within the health care program.

The certificate is also intended to be an entry point for first-generation, New American, and minority students who are looking for additional training and development prior to starting a full academic program. The certificate program is

designed to expose student to a broad education in general studies combined with an emphasis on life science subjects such as anatomy and physiology. It offers students interested in health careers a knowledge based from which they may achieve their academic goals of entering a diploma or associates level program.

## CRITERION 2: DEMAND

The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

The Allied Health Certificate is not meant to be a workforce entry point for students upon completion. The certificate program is to assist students with having an entry point into a health care degree program by providing a common core of course that a student can complete while they explore the different career options and degree programs that STC has to offer. The projected occupations associated with the certificate would be access to the following degree programs offered by STC:

Diploma: Health Care Leadership  
Nursing: LPN

Associate: Health Care Leadership  
Invasive Cardiovascular Technology  
Paramedic Science  
Sonography: Cardiac, Diagnostic Medical, and Vascular  
Surgical Technology  
Nursing: RN

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

None

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- ☐ Unmet Demand (C.5.1.1)  
☐ Industry Partnership (C.5.1.2)

- ☒ Increases Student Access (C.5.1.3)  
☐ Other:

I. For each condition selected above, provide a brief justification.

The Allied Health Certificate is an entry point for students to have career exploration and program exploration without having to commit to an academic program.

Increased Student Access: With a certificate entry point students who are English Language Learners or who may not have the prior academic success to meet the health care entry requirements will be provided an entry point into a health care field career. Upon completion of the Allied Health Certificate students would have had an opportunity to demonstrate academic success to meet the high rigor of the health care diploma and associate programs.

### CRITERION 3: DESIGN

---

The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- ☒ Yes  
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

1. Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
2. Demonstrate effective and culturally sensitive written, oral, and interpersonal communications skills with individuals, groups and peers in a variety of healthcare settings.
3. Identify and apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
4. Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery systems issues and challenges.
5. Effectively search, analyze and report on healthcare related data through the application of technology and health management information systems.

B. Describe the how the program learning outcomes were developed and validated.

The learning outcomes were developed based on entry level skills that a student would need to have when entering an academic program in preparation for a career in the healthcare industry. Student skills which are learned and mastered during the certificate program will ensure that a student will have foundation for success in the academic program of their choice. Student outcomes were validated based on student performance in prerequisite courses that students must complete prior to admissions into the nursing and



sonography programs. The completion of these courses sets the foundation for being able to have a base knowledge of human anatomy, communication skills, and mathematical reasoning.

### 3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software which allows the college to plan, assess, report, review and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators have immediate access to review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from a variety of reports to make decisions on how students are learning and aides in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (ICLO). The ICLO Plan focuses on tracking students' abilities related to Problem Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Faculty are supported by Celebrating Learning Team coaches. The Celebrate Learning team is a faculty led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the graduates of a program. In addition, required coursework in the program maps to the PLOs. A curriculum map is a chart that illustrates the connections between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The Curriculum Map also indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

Outcomes 	Courses 					
Digital Media Production Technology (AAS) Learning Out...	COMM ...	DMP 120	DMP 150	DMP 220	DMP 231	DM
<b>Professionalism PLO1</b> Model workplace expectations for Digital Media Professionals.	<b>A</b>	+	+	<b>A</b>	+	
<b>Professionalism PLO2</b> Appraise the strengths &; weaknesses of one's/peers' completed work.	+	+	+	<b>A</b>	+	
<b>Technical Skills PLO1</b> Apply appropriate industry software & techniques to meet	+	+	+	+	+	
<b>Key:</b> ✓ Aligned <span style="background-color: #00AEEF; color: white; padding: 2px 5px;">I</span> Introduce <span style="background-color: #FFC000; color: white; padding: 2px 5px;">R</span> Reinforce <span style="background-color: #92D050; color: white; padding: 2px 5px;">M</span> Master <span style="background-color: #333333; color: white; padding: 2px 5px;">A</span> Assessment Activity						

- B. Is the program preparation for a professional licensure and/or certification examination?

- ☒ Yes (Detail in Appendix 4: Section 3)  
☐ No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

- |   |  |
|---|--|
| <input type="checkbox"/> None                     | <input checked="" type="checkbox"/> Clinical |
| <input type="checkbox"/> Apprenticeship           | <input type="checkbox"/> Capstone            |
| <input type="checkbox"/> Internship or Externship | <input type="checkbox"/> Other:              |

B. If none, describe why.

Students will need to complete clinical hours for the EMT and CNA courses. Students will choose one of these courses as part of the Allied Health core curriculum.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> On Campus | <input type="checkbox"/> Apprenticeship |
| <input checked="" type="checkbox"/> Online    | <input type="checkbox"/> Other:         |
| <input checked="" type="checkbox"/> Blended   |   |

B. Describe how flexible delivery methods are being leveraged to increase student access.

All of the General Education courses are offered on campus, online, and in a blended format. Students will be able to select a delivery method that meets their need based on their family situation, work schedule, and learning style. Only the EMT and CNA course will have lab components that will require a student to be hands on learning and demonstrating skills need for certification. The lab components of the course are two parts first working directly with an instructor to demonstrate mastery of essential medical skills and use of instruments. The second part would be for a student to complete hand-on learning in a medical setting such as a clinic or riding along in an ambulance working directly with patients under the direct supervision of a Nurse or Paramedic. The lab components are built into the final weeks of the course allowing a student to ensure mastery of the learning objectives prior to entering a live setting.

---

<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.



#### CRITERION 4: ALIGNMENT

---

The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. Non-degree credential/industry certification
  - 4.1.2. Certificate to diploma
  - 4.1.3. Diploma to associate of applied science
  - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

All of courses completed as part of the Allied Health Certificate are prerequisite course for entry into many of STC health programs. These courses set the foundation for academic success within these programs.

As an example, STC Licensed Practical Nursing Program has the requirement that a student complete Student Success, Composition, College Math, CNA, Medical Language, and Anatomy/Physiology for consideration of admissions into the program. These same admission requirements are in place for the Sonography Diagnostic Medical, Vascular, Cardiac, the Surgical Technology, the Invasive Cardiovascular Technology, and the Paramedic Science programs at STC.

C. As applicable: Insert any additional comments here.

## **APPENDICES**

---

- 2.A. Labor Market Information
- 2.B. Student Demand Projections
- 3. Program of Study
- 4. Alignment Projection

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
 Allied Health Certificate

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 8/31/21

**NOTES:** This is not a degree program for students to earn credentials or prepare for job placement. The Allied Health certificate is to assist students with completing pre-requisite course prior to enrollment.  
 The certificate is designed to prepare students who may not qualify for immediate enrollment in an health care program to prepare for the academic rigor and demonstrate they are academically prepared.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College

Allied Health Certificate

	YEAR 1	YEAR 2	YEAR 3
<b>Student Full-Time Equivalent (FTE)</b>	<b>40</b>	<b>40</b>	<b>40</b>
Headcount: Full-Time	40	40	40
Headcount: Part-Time	20	20	20
<b>Headcount: Total</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Total Program or Site Capacity</b>	<b>40</b>	<b>40</b>	<b>40</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Allied Health Certificate

<b>MONTHS:</b>	4
<b>SEMESTERS:</b>	1
<b>TOTAL CREDITS:</b>	16 to 17

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
ENGL101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
MATH114	College Algebra	3	This is a first year, one semester College Algebra course. It begins with a review of the fundamental concepts of the real number system, polynomials, factoring, rational expressions and complex numbers. It continues with linear equations and inequalities, graphs of functions, polynomial and rational functions, exponential functions and logarithmic functions. Systems of equations, matrices and determinants, and probability will be covered as time allows. Throughout the course there is extensive use of the graphing calculator.	Y
HC118	Applied Anatomy/Physiology	3	Study of the structure and function of the human body forms the foundation for course work in the health-related professions. Using a systems approach, this human anatomy and physiology course will cover all human body systems and will enable students to understand normal and abnormal function of the human body. In addition to lectures and demonstrations, this course contains in-depth laboratory exploration of each organ system.	Y
HC118L	Applied Anatomy/Physiology Lab	1	This Lab teaches the skills, techniques and competencies that support the theory the student is learning HC 118.	Y
SSS100	Student Success	2	This course provides students with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced.	Y
HC117	Medical Language	1	This course is designed to provide the basic principles of medical word building. These principles, once learned, can readily be applied to develop an extensive medical vocabulary. The textbook is presented with a variety of self-teaching features allowing the student to work through the chapters in systemized fashion that focuses on body systems. A CD is included to benefit the student in pronunciation and definition of each word. Once satisfactorily completed, the student will be able to adequately communicate in the health care industry.	Y

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Allied Health Certificate

<b>MONTHS:</b>	4
<b>SEMESTERS:</b>	1
<b>TOTAL CREDITS:</b>	16 to 17

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
HC106	Certified Nurse Assistant	2	The focus of this course is to prepare the students to be nursing assistants in accordance with the South Dakota Board of Nursing. Students will be instructed in the following areas prior to having direct patient contact: communication and interpersonal skills, infection control, safety and emergency procedures, promoting residents' independence, and respecting residents' rights. Students will also be instructed in the following content areas: basic nursing assistant skills, personal care skills, mental health and social services, care of cognitively impaired clients, basic restorative nursing services, and residents' rights.	Y
HC106S	Certified Nurse Assistant Clinical	1	The nursing assistant clinical is meant to accompany the HC 106 Certified Nursing Assistant (CNA) Course. When students have been introduced to all their nursing assistant skills and completed unit 1 of the HC 106 CNA, they will complete a 16 hour clinical at a long-term care facility in the Sioux Falls area. Students will be accompanied a Southeast Tech clinical instructor and demonstrate their direct patient skills along with their human relation skills.	Y
OR			<i>Many of the courses are offered in the accelerated format, so please plan accordingly. This course is fast-paced. Each class has a specific clinical section assigned to its course. Please verify that you are in the correct clinical section.</i>	
HC105	Emergency Medical Lab Technician	3	This course is designed for students to become an Emergency Medical Technician (EMT). The primary focus of the EMT is to provide basic emergency medical care, skills, and transportation for critical and emergent patients who access the emergency medical system. EMTs function as part of a comprehensive EMS response, under medical oversight. EMTs perform interventions with the basic equipment typically found on an ambulance. The EMT is a link from the scene to the emergency health care system. This course integrates knowledge of the EMS systems, safety/well being of the EMT, and medical, legal, and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community. Successful completion of this course leads to eligibility to take New York State EMT Certification Exams.	Y
HC105S	EMT Lab	1	Hands on skills course for EMT course.	Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>20</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College

Allied Health Certificate

**TOTAL CREDITS IN PROPOSED PROGRAM:**

16 to 17

<b>I. STACKABLE OPPORTUNITIES</b>							
PROGRAM NAME							
Health Care Leadership		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
	x	Diploma					
	x	AAS				68	16 to 17
PROGRAM NAME							
Surgical Technology		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				74	16 to 17
PROGRAM NAME							
Nursing: RN or LPN		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
	x	Diploma					
	x	AAS				68	16 to 17
PROGRAM NAME							
Sonography: Cardiac, Diagnostic Medical, Vascular		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				99	16 to 17

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming:	Total Credits in	How many PROPOSED PROGRAM
N/A			Forthcoming	Projected Timeline	Bachelor's Degree	credits are projected to be accepted in
						the articulation agreement?

<b>III. LICENSURE AND CERTIFICATION OPPORTUNITIES</b>		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
Emergency Medical Technician	South Dakota Board of Medical Examiners	No